

CHAPTER I

INTRODUCTION

This introductory part of the paper presents background of the study, research questions, aims of the study, the scope of the study, the significance of the study, research methodology, clarification of terms and the organization of the paper. The discussion of the points above is elaborated in the following sections.

1.1 Background

Genre Based approach (GBA) has been adopted in English subject curriculum since 2004 by Indonesian Government. It is evidenced by students who are required to learn and write several types of texts in school (Emilia, 2011, p. 2). Among the texts that are taught in the school, recount text is one of the texts that are required to be learned by the students. Recount is a text which retells a sequence of events drawing on personal experience (Schleppegrell, 2004, p.85). In both Curriculum 2006 and Curriculum 2013, students should be able to compose recount text, oral and written, by implementing the social function, structure of the text, and linguistic elements to state and inquire about the actions, activities, events done, happened in the past according to the context of its use.

Regarding the purpose of writing recount text above, student's text could be analyzed in terms of its structure and its meaning which means that the teacher cannot focus only on grammatical errors. In many classes around the world Hyland (2002) found that writing is only the extension of grammar teaching and it is only the skill of avoiding errors in classes around the world. Further, he explained that teacher responses to writing in this perspective tend to focus on error correction and identifying problems in students' control of language rather than how meanings are

being conveyed (Hyland, 2002 p. 10). It is not arguable that grammar is important in writing the text but the meaning itself should be taken into account.

SFL which views language as a resource of making meaning (Gerot and Wignell, 1995, p. 6) can be used to analyze meanings conveyed in students' texts. The use of SFL in analyzing students' texts is correlated to Indonesian Curriculum which adopted Genre based approach which is developed from SFL. In this case, the writer uses systemic functional linguistic transitivity system developed by Halliday (1994) to analyze students' text. This will be related on how students develop their ideas because transitivity system is associated to the experiential metafunction of language.

Several studies on using SFL as a tool of analyzing texts have been done by many researchers in various ways. Recent studies were conducted by Correa and Dominguez (2014) and Zheng, Yang and Ge (2014)

Correa and Dominguez (2014) used SFL to analyze student's Narrative text in order to help them improve their texts at tenor, field and mode levels. It is found out that they require extensive vocabulary and sample knowledge of the experiential, interpersonal, and textual resources that narrative writers in that particular culture deploy when producing narrative texts, a clear understanding of the context, situation and audience, and an awareness of the differences between oral and written modes.

A study conducted by Zheng, Yang and Ge (2014) employed transitivity analysis on English-medium medical research article. The study was investigating how six process types realize the stylistic features of English-medium medical research articles. The results showed that the application of different process types in the different sections may be associated with the purposes and style requirements of each section.

However, even though the use of SFL as a tool in analyzing students' text is reported important, many teachers in Indonesia do not use SFL as a tool of analyzing students' text. The study of transitivity analysis on junior high school students' texts

is also still limited. Therefore, this study is expected to fill the gap by investigating recount text written by eighth graders in one public junior school in Bandung using Transitivity system of Systemic Functional Linguistics and the results could be extended to contribute to the knowledge in analyzing students' texts.

1.2 Purposes of Research

Referring to the introduction above, this study aims to:

1. Analyze recount text written by the students in terms of schematic structures and linguistic features.
2. Reveal the difficulties faced by the students in writing a Recount Text.

1.3 Research Questions

This study is conducted to investigate:

1. How are recount texts developed by the students in terms of schematic structures and linguistic features?
2. What are the difficulties faced by the students in writing a Recount Text?

1.4 Scope of the study

This study analyzed Recount Texts written by 6 students of eighth grader of one public junior high school in Bandung. The analysis focused on transitivity system of students' Recount Texts by using Systemic Functional Linguistics which was developed by Halliday (1994).

1.5 Significance of the study

Since this study is aimed at investigating transitivity system in junior high school students' recount text. This study is expected to offer theoretical and practical benefits.

Firstly, the result this study is expected to provide an in depth analysis of transitivity system by applying Systemic Functional Linguistics analysis in both language studies and language teaching studies. Secondly, this study could be useful in English teaching so that the teacher could be aware of using transitivity system to fulfill the purpose of recount text.

1.6 Research Method

1.6.1 Participants

The participant of this study was a class of eighth grader of one public junior high school in Bandung. However, there were only 6 students' texts analyzed. They were chosen from one class and classified by three levels achievement, including low, middle, and high achievers. This categorization was based on their performance in writing indicated by their previous English writing scores. The teacher was asked to help the categorization to avoid misjudgment.

1.6.2 Research Design

This study used qualitative method because it was aimed at describing analysis of students' recount text using transitivity system of Systemic Functional Linguistic. In association with qualitative method, this study could be considered into case study design since this study used text analysis (Creswell, 2012, p.506). After conducting the text analysis, the data will be presented and interpreted qualitatively.

1.6.3 Data Collection

The data was obtained from the Recount Texts written by six eighth grader of one public junior high school in Bandung.. Each student was asked to write Recount Text without specific topic. They were free choosing the topic that they wrote because, if they were not interested in the topics given, they were unlikely to invest their language production with the same amount of effort as they would if they were excited by the subject matter (Harmer, 2011 p.252).The results of the students' writing were considered as the data to be analyzed in this study.

1.6.4 Data Analysis

The students' recount texts were analyzed based on the transitivity system in Systemic Functional Linguistics approach proposed by Halliday (1994). Each text was segmented into clauses then the clauses were analyzed. The results of the SFL analysis will be interpreted qualitatively.

1.7 Classification of Terms

The following terms are clarified in order to avoid the ambiguity, misunderstanding and misconception of the case presented in this study.

a. Systemic Functional Linguistics (SFL)

Systemic Functional Linguistics (SFL) is a social theory of Language that regards language as a meaning-making resource through which people interact with each other in given situational and cultural contexts (Emilia, 2014, p.63)

b. Transitivity system

The transitivity system belongs to the experiential metafunction and the overall grammatical resource for construing goings on (Martin, Matthiessen & Painter, 1997, in Emilia (2014) p.149). That is, this system is to do with the “content”

that is expressed in language: all the doing, sensing, being, saying activities that happen in the world. This is line with Halliday who states that the transitivity system construes the world of experience into a manageable set of process type. There are 6 processes in transitivity system: material, verbal, mental, relational, behavioral and existential.

c. Recount text

Recounts are sequential texts that do little more than sequence a series of events (Knapp, P & Watkins, M, 2009, p.224).

1.8 Organization of the paper

The paper of the research is organized as follows:

Chapter 1 Introduction

This chapter presents brief introduction to the area of investigation. It consists of an introduction which provides the information of background of the problems, the research questions, the purpose of the research, scope of the research, significance of the research, research method, clarification of terms and organization of the paper.

Chapter 2 Theoretical Review

This chapter elaborates several related theories and literatures related to writing, recount text, SFL and transitivity system.

Chapter 3 Methodology

This chapter presents the research methodology which deals with research design, research participants, and procedures in collecting the data and data analysis.

Chapter 4 Analysis and Discussions

This chapter provides the result of the research and discussion of the research findings obtained from the analysis of the data

Chapter 5 Conclusions and Suggestions

This chapter presents the overview of all findings, consisting of conclusion and suggestions and recommendations for further researcher.